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ABSTRACT

Designed to help teachers find an effective approach in teaching expository writing, this guide divides expository writing into five main types: definition/classification, comparison/contrast, thesis/proof, problem/solution, and inference (drawing conclusions). Five different starter techniques are presented with each of the five main types of exposition: unfinished sentence, sentence synthesis, framed paragraph, expansion by paragraphing, and outlining (question-answer detail). These techniques are used to teach expository writing at the elementary school level and at the middle school/high school level. They are used both in the language arts and the home economics curricula. (HOD)

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A GUIDE TO EXPOSITORY WRITING

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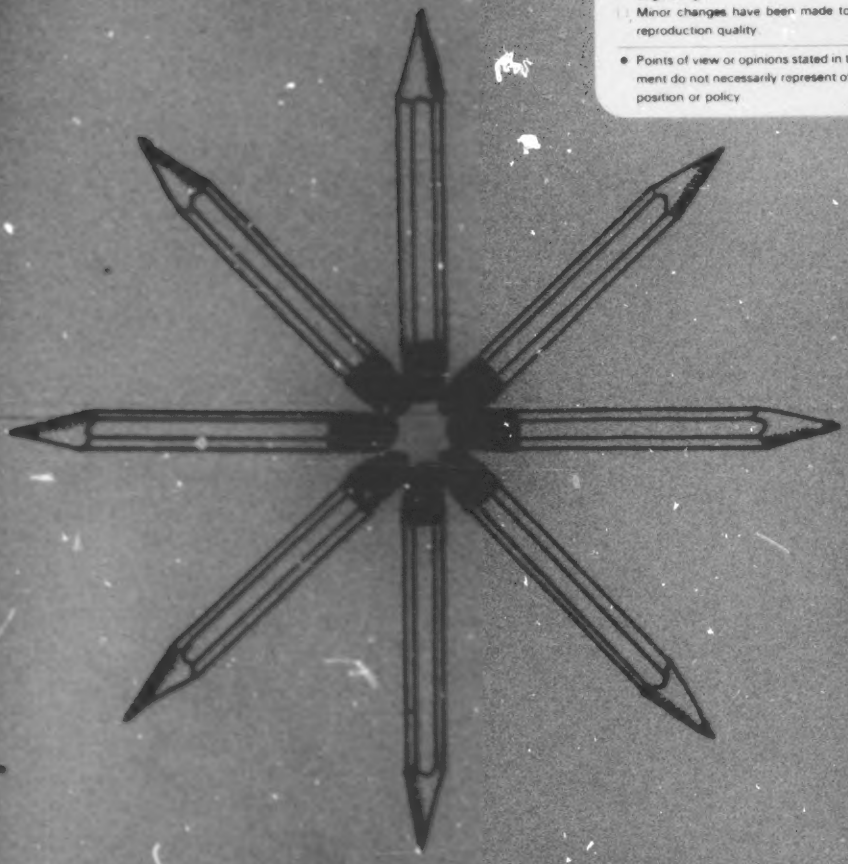

WISCONSIN WRITING PROJECT 1983

CS 208 611

A GUIDE TO

EXPOSITORY WRITING

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The 1983 Wisconsin Writing Project guidebooks are dedicated in the memory of Bob Kellner whose ardent interest in writing served as a motivating force to all people with whom he shared his ideas--both teachers and students alike. He will be remembered, not only for his contributions in the area of language arts, but also for the warm regard he showed to so many people.

Bob Kellner

DPI Language Arts Consultant

1940 - 1983

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...Composition should be taught so that students gain facility with different kinds of writing. Most important, they should learn how the powers they're developing (articulating a starting point, exploring, focusing, analyzing audience, and drafting) operate to create these various kinds of writing.

-Janice M. Lauer

"The Rhetorical Approach: Stages of Writing and Strategies of Writers"

8 Approaches to Teaching Composition

I. Preface

There is a need to teach good writing skills to students. According to James R. Squire in an article which appeared in Social Education, October 1982, the National Assessment of Educational Progress in its December 1981 report entitled "Reading, Writing, and Thinking" documents this result:

> Of the 85 percent of the thirteen-year olds and seventeen-year olds who seem to indicate that they can comprehend a passage on a multiple choice test, as few as 15 percent can write an acceptable summary of what they have read. (Squire, 1982)

Consequently, English teachers are commonly criticized for failing to teach students how to write. However, English teachers are providing writing instruction. An article by Fran Lehr in the February 1982 issue of English Education summarized the results of a nationwide study on writing:

> A recent extensive study of secondary school writing in the United States [Applebee, ED 197 347] revealed that most writing of at least one paragraph length occurred in the English class; that the writing required of students in most subject area classes was restricted to mechanical tasks (fill-in-the-blank exercises, multiple choice quizzes, and short answer response items to test items); and that most subject area teachers did not provide assistance with writing at either the prewriting, the writing, or the post-writing stages, nor did they provide instruction in the writing conventions for their specific disciplines. (Lehr, 1982)

Applebee also reported that students from seventh grade through twelfth

grade are given writing assignments which ask them to generate ideas in social studies and other content areas only four percent of the time. (Squire, 1982) Even in the language arts/English classes, regardless of the grade level or the type of school, only 10-15 percent of the time is spent on writing and only 2.3 percent is spent on instructional time for writing. (Tighe and Koziol, 1982)

The May 1980 ERIC/RCS Report which appeared in English Education reported that English teachers lack adequate preparation to teach composition or lack confidence in their ability to teach the writing process to students. (Lange, 1982) More recent evidence has reinforced this. If English teachers have not been trained, neither have their colleagues in the other content areas. However, the Applebee report indicated that a majority of English teachers and other subject area teachers want to share this responsibility. (Lehr, 1982)

Improving students' writing abilities then can be accomplished by improving the quantity and quality of instruction of writing in all classes. An article written by Joseph Leibowicz, which appeared in the May 1983 issue of English Education, made this statement concerning the teaching of writing:

> Faced with the failure of traditional methods of teaching students to write, but encouraged by the new emphasis on writing as a process, some educators have realized that going 'back to the basics' probably will not solve the problem, though going 'back to beginnings' just might. (Leibowicz, 1983)

Although writing remains difficult work, increased attention to teacher

preparation in the writing instruction can contribute significantly to better instruction and improved student writing. The results (when teachers have written evaluations at the end of year-long writing programs) have indicated that writing improved over the course of the program. (Lange, 1982)

II. Introduction with Definition of Expository Writing

In order to develop this guide, the term "expository writing" had to be defined. Expository writing is a type of writing which differs in purpose from narrative and descriptive writing. A narrative is essentially a chronological account of what has happened. A description's purpose is to portray the (relatively static) details of what is happening. Exposition, on the other hand, expresses an idea about a topic and uses supporting details to try to convince the reader that the idea is sound. While narrative and descriptive writing may try to evoke the reader's senses or emotions, expository writing lives in the realm of logic.

In any one piece of writing, the purposes may blend and all three types of writing may be used. The difference in expository writing is that narration and description are not now the subject of the writing, but are, instead, used to support the writer's idea about the topic.

For the purpose of this guide, expository writing has been divided into five main types: definition/classification, comparison/contract, thesis/proof, problem/solution, and inference (drawing conclusions).

To teach writing, research indicates that students need a process by which to deal effectively with the various types of writing. Although the traditional method (introduction, three-paragraph body, conclusion) is an effective approach in teaching expository writing, many students need more direction.

For years, the importance of the pre-writing stage to discover ideas and to plan the writing was overlooked. With more emphasis today on this phase of the writing process, students are better able to understand the expectations of a writing assignment, and their writing has improved. Research within the past few years also shows that students can develop more effective pieces of writing with some type of question-answer approach in this pre-writing phase.

In the research, there are question-answer approaches other than those which we present in this guide. Many of the starter techniques (in the pre-writing phase) presented in this guide are based on the Individualized Language Arts program developed by the Weehawken, New Jersey School District.

In this guide, we have used five different starter techniques with each of the five main types of exposition: unfinished sentence, sentence synthesis, framed paragraph, expansion by paragraphing, and outlining (question-answer detail). We have approached the teaching of these techniques at the elementary level and at the middle school/high school level in language arts as well as another curricular area: home economics.

DEFINITION/CLASSIFICATION

Sentence Synthesis: Directions: Use five or more of the following words to write three to five sentences that describe the given topic. When you use a word in a sentence, underline it so it stands out.

Spanish-American War		Reform movement	
malaria	Teddy Roosevelt	initiative	Shame of the Cities
Maine	yellow journalism	The Jungle	Teddy Roosevelt
racism	imperialism	Ralph Nader	Pure Food and Drug Act
trade	woolen uniforms	muckrakers	Progressives

Depression	
Herbert Hoover	laissez faire vs. regulated capitalism
applecarts	Franklin Roosevelt
Dust Bowl	bread lines
"Stock Market" crash	

World War I	
Treaty of Versailles	Balkans-"Powder Keg of Europe"
14 Points	Archduke Francis Ferdinand
Woodrow Wilson	entangling alliances
militarism	

Cold War	
containment policy	Marshall Plan
"Iron Curtain"	percentage agreements
Harry Truman	Joseph Stalin
ideology	propaganda

Framed Paragraphs: Here is a paragraph with parts left out. Fill in the blanks so the paragraph will say something factual and meaningful.

Example 1:

The immediate cause of U.S. entry into W.W.II was _____. Because of this, many Americans turned against _____. Some felt suspicious of this group because _____.

In _____ of _____ President Roosevelt signed a _____ which called for the _____. Some areas where the Japanese-Americans were held were: _____, _____, and _____.

There is much _____ about this assault on civil liberties. Some people feel it was justified because _____. Others feel it wasn't because _____. Overall, it was a _____ period in our nation's history.

Example 2:

The countries of southeastern Europe are referred to as "the _____." Four countries in this area are: _____, _____, _____ and _____. Because of its _____ diversity, people in these countries have different _____, _____, and _____.

An important event leading to _____ occurred in Serbia. The _____ began an irreversible chain of events. The reason for the escalation of a small event into world war was _____. Prophetically, the "_____" exploded and resulted in deadly conflict.

Example 3:

Reconstruction took place after the _____. The area that underwent

the most traumatic change was the _____. This area suffered after the Civil War because _____. Two specific changes in the South at this time were _____ and _____. Many Southerners felt _____ about these changes because _____. On the other hand, some Northerners felt the South should be treated _____ because _____.

Eventually, _____ ended in the South in _____ when President _____ withdrew government _____.

COMPARISON/CONTRAST

Framed Paragraphs:

Example 1:

Ulysses S. _____ and Richard _____ were both Presidents of the U.S. who experienced personal difficulty while chief executive. Grant, President from _____, was a naive man who was _____ by his advisors. Two incidents that lead to personal disgrace of his record were _____ and _____. Overall, historians view Grant's tenure as _____.

Richard Nixon, chief executive during _____, also experienced personal disgrace while in office. The incident that lead to Nixon's _____ was known as _____. Because of this scandal, Nixon was almost _____. However, on _____, he resigned from office, the _____ President in our history to do so.

Example 2:

Stereotyping, (def.), occurs in our society as a whole, and in our

high school. In society, two groups that are stereotyped are _____ and _____. Examples of this are _____. Reasons for this prejudice may be _____.

In our high school, some common stereotypes are _____. We view _____ as _____. A misconception about _____ is that _____. Perhaps this narrow perception occurs because _____. In general, stereotyping in our high school and throughout society _____.

Outlining: Students may find question/answer format useful in developing comparison-contrast ideas.

What am I comparing?	What is basis of my comparison?	What is my conclusion?
W.W. I W.W. II	immediate causes underlying causes	
Buddhism and Islam religions	concept of a superior being forms of worship areas of popularity	
health coverage: private companies vs. nationalized health insurance	funding of each system benefits of each system drawbacks of each system	

THESIS/PROOF-OPINION/REASON

Unfinished sentences:

1. Euthanasia should be permitted in situations such as: _____ (which ones?).
2. "Rational suicide" would be my choice of death _____ (why?).
3. The dropping of atomic bombs to end W.W. II _____ (can, cannot) be justified.
4. The most acceptable political system for civilization is _____ (communism, capitalism, socialism) _____ because _____.
5. World terrorism can best be handled in the international community through _____ (actions, responses).
6. Computer literacy _____ (is, isn't) essential at the high school level because _____ (why?).
7. Labor unions in today's society are _____ (effective, ineffective) for the following reasons: _____.

Sentence Synthesis: Choose five words. Write a paragraph stating an opinion and proving it with factual information.

James Watt

effective	Dep't. of Interior
ineffective	conservation
environment	natural resources
foot-in-the-mouth award	private vs. public domain

abortion		voting	
fetus	freedom of choice	futility	political system
morality	personal philosophy	privilege	politicians
murder	overpopulation	responsibility	local/state/ national
adoption	propaganda	consequences	
conception			

birth control		cheating	
types	juvenile rights	pressure	peers
parents	legal considerations	grades	college
right/wrong	peer pressure	teachers	expectations
adult vs. child	support networks	parents	morality

Outlining: From the set of words given, develop an outline. Each set has a broad enough term that it can become a thesis statement. (Answering the question, what statement am I making?) The other terms, when developed with factual information, answer what is my evidence for this.

Set 1

deterrence factor	N.A.T.O. commitments
Soviet aggression	proven strategy
negotiation through strength	economic benefits
need for a strong defense	maintenance of superiority

Set 2

natural resources	intervention in Central America
Monroe Doctrine	reform movements in Central America
subversion	economic benefits to U.S.
domino theory	

Set 3

rehabilitation	plea bargaining
juvenile justice system	court system
recidivism	capital punishment
parole	over-crowding

NOTE: This outlining activity, as presented, is a very structured one. It will be suitable when beginning thesis-proof compositions with an entire class, or for students who need more structured exercises.

High achieving students should have no trouble brainstorming terms by themselves, developing a thesis statement and organizing their essay around their statement.

PROBLEM/SOLUTION

The following are assignments aimed at developing skill in problem solving writing. Each takes into account five essential components of a good writing assignment: subject, purpose, form, speaker and audience.

Example 1:

Assume you are a woman in her 70's, articulate and with historical interests. You are to persuade your local common council that the selling of alchohol beverages should be prohibited after 9:00 P.M. Write a speech that states your philosophy.

Example 2:

As a concerned high school student and active member of the Sierra Club, you want to start a school club called Youth for Environmental Action,

YEA for short. You have discovered your school is build on land that was a former chemical dump. Develop school posters and advertisements informing your peers of this problem and the need to organize to combat the problem.

Example 3:

You are a 17 year old female, convicted of manslaughter in an alchohol related accident. Write a letter to your school newspaper, informing your peers of personal problems encountered by you since the accident.

Example 4:

You are Woodrow Wilson at the end of W.W. I. You need to inform the members of Congress about your proposal for world peace (14 points). Write a policy paper outlining your perception of present world-wide problems and how the League of Nations would solve them.

Example 5:

Because of many recent parking lot races and accidents, the school board of your district is considering allowing only students with a 3.25 grade average to drive cars to class. Write your school board a letter informing them of the problems their proposal would create, and offer alternatives to them.

DRAWING CONCLUSIONS (INFERENCES)

Unfinished sentences:

1. Neighborhood resistance and misconceptions of mental health have forced group home administrators to _____.

2. Natural gas and coal are limited resources. World consumption of both of these has been increasing over the past 20 years. Soon _____.

3. My parents expect good grades and participation in athletics so I can get into a good college. Because of this I _____.

4. Mary had been to the doctor four times in the past week with imaginary complaints. The doctor concluded _____.

5. Women under a doctor's care during pregnancy are under less risk at delivery time. Therefore, we should _____.

Sentence Synthesis: Take four of the following terms, note the relationships of each and develop a paragraph with a conclusion.

Set 1: Social Security Dilemma

number of older people increasing
social security funding
decreasing contributions to social security
Grey Panther groups
role of society toward older people

Set 2: World Co-operating through Trade

trade restrictions — exportation vs. importation
balance of trade — interdependence
retaliation — protectionism

Set 3: Study Techniques

S.Q. 3 R — use of highlighter
organization — frequent review of notes
spaced practice

Framed Paragraphs

Example 1:

The length of the school year is too short. Traditional school calendars reflect an agricultural need no longer necessary in our society. The essential need to prepare students for the future necessitates more academic preparation and time in school. Therefore, _____.

Example 2:

Police in our city have noted an increase in bicycle accidents. Most serious accidents have occurred at night. Very few bikes were equipped with proper lights. The city police have decided to _____.

Example 3:

This past year our high school began an open lunch hour. While this has pleased some, others have been concerned about an increase in thefts and vandalism. The school administration, having studied this problem, has decided to _____.

III. Expository Writing at the Elementary Level

DEFINITION

A definition of an object, process or idea is essentially a description or classification of it. Information about "what the subject is like" or "what it does" can help to define its meaning. Teachers frequently use these activities orally; writing after such oral practice is an important next step.

A note on procedure: As with all the starter techniques described, this method should arise from an oral language activity of interest to the class. A group writing activity can then follow, allowing the teacher to model the writing process. The student can then write independently with meaning and clarity.

Starter Technique One: Unfinished Sentences

The student will finish a sentence to explain the meaning of a given term.

A. Language
   1. A verb is a word that...
   2. A past-tense verb shows...
   3. In a play, the "narrator" ...
   4. These five words are all adjectives: ...
   5. Here are two good ideas for how to be a skillful listener: ...

B. Reading in Basals and Supplements
   1. The "sequence" in a story is...
   2. A "Lunar Module" is...
   3. A story that is a tall tale uses...
   4. A "stockade," such as The Alamo,...

5. A "mobile" is ...

6. A "headline" in a newspaper is...

C. Social Studies

1. A "representative" is a person who...

2. The services of a bank include...

3. "Service workers" are those who...

4. The Louisiana Purchase included this territory:...

5. When groups are "interdependent" it means they...

D. Science

1. Here are four foods in the fruit-vegetable group:...

2. When a cow digests grass, ...

3. A pin sticks to a magnet because...

4. Soil erosion occurs when...

5. Rain turns to snow when...

E. Math

1. When you add two numbers, you are...

2. The "product" of two numbers is...

3. When you "round off" a number, you...

4. To figure change from ten dollars for a $3.85 purchase, you would first...

5. A "fraction" is...

Starter Technique Two: Sentence Synthesis

The student will form one or more sentences using given words and phrases. A typical direction for the writing assignment might be: Using these words and others you need, write sentences. The sentences should explain the meanings of the underlined words.

A. Language

1. glossary, order, definition, alphabetical, book

2. homonym, alike, sound, there, their
3. punctuation, sentence, period, question mark
4. contraction, two, one, word, together, space
5. opinion, think, one, another, person

B. Reading in Basals and Supplements

1. beanstalk, seeds, Jack, climb, treasure
2. Lorax, pollution, environment, Once-ler, trees
3. editorial, opinion, writer, evidence
4. information, facts, story, author, explain
5. (Working with fiction stories in basals, the teacher can select a key plot or character element and ask the students to define that element's importance to the rest of the story.) For example: jealous, Lyle, crocodile, friendly, New York, thoughtful, lifeguard, Clover Sue Hipple, friends

C. Social Studies

1. unemployment, job, company, buy, cost, enough
2. Congress, elected, laws, represent, vote
3. map, symbols, boundaries, places, flat
4. taxes, government, pay, income, property
5. source, information, library, reference, types

D. Science

1. battery, sun, energy, carbon, terminal
2. decompose, die, soil, smaller, nutrients
3. circulation, heart, blood, pump, body
4. volcano, rock, lava, pressure, erupt

E. Math

1. compare, higher, place value, match
2. add, together, number, sum, ones
3. measure, unit, length, size, weight

4. graph, lines, compare, height, bottom
5. regroup, ones, tens, new, group, write

Starter Technique Three: The Framed Paragraph

The student will write words in empty places in sentences that compose a paragraph. Similar to a cloze procedure, the framed paragraph helps create coherent writing that can serve as a model for subsequent student compositions. It is a bridge to skills needed for more open-ended writing. A short topic sentence is provided. It should suggest that something is being defined. It may be a question. Sentences may be generated which explain or define the topic. At this point the teacher may call attention to the need to organize the sentences into a sequence. Later, he may experiment with the order of illustrative sentences, and with putting the topic sentence at the end.

A. Language

Punctuation is needed for writing. A period _____. A period is also used _____. A comma is used _____. A question mark is used _____.

B. Reading in Basals and Supplements

What is a fantasy story? Something in the story_____. The plot ___ _____. The characters _____. The setting _____.

C. Social Studies

The U.S. Congress makes laws for the country. All voters _____. The representatives _____. The representatives must _____. The voters then _____.

D. Science

Soil erosion is the washing away of soil. On farms _____. Rain and wind _____. The soil is moved to _____. There, _____.

E. Math

When you add, you may have to regroup. If the sum of _____. Then you write _____. Then you add _____.

Starter Technique Four: Expansion by Paragraphing

The student will write a complete paragraph to build upon a topic sentence. The developed paragraph will define or explain the subject of the topic sentence. Questions that will provide supporting information can serve as a guide to the writer. Not all may be dealt with in one paragraph, but their answers and details about them, should be listed in phrases before sentence-writing begins. There may be overlapping of answers on the list of details. A question may produce enough details to stand as a paragraph by itself. In this way a series of related paragraphs is built into a theme. One kind of definition is a description or classification, so these questions would be used:

1. What am I defining or classifying?
2. What am I describing first?
3. What am I describing next?

A definition may be expressed in terms of cause and effect.

1. What am I defining?
2. What is the most important effect?
3. What is the next most important effect?

or

1. What am I explaining?
2. What was the earliest cause?
3. What was the next cause?
4. What was the final cause?

A definition may be made by a description of the subject.

1. What am I illustrating?
2. What does it (look, taste, feel, sound, smell) like?

A. Language

"Describe how a newspaper can help you in your daily life."

1. What do I describe first? TV, movie listings.
2. What do I describe next? Weather report, ads, sports results, want-ads.

B. Reading Basals and Supplements

"What kind of character is Rumpelstiltskin?"

1. What does he look like?
2. What does he do?
3. What happens to him?

C. Social Studies

"What is meant by 'The American Revolution'?"

1. What was the first cause?
2. What were the next causes?
3. What was the effect?

D. Science

"Explain how a plant grows."

1. What is needed first?
2. What is needed next?
3. Next? Next?
4. What is the final result?

E. Math

"Explain how you would figure out which player has a higher batting average."

1. What would I do first?
2. Next? Next?
3. What can I tell at the end?

Starter Technique Five: Outlining

The student will develop a composition by writing sentences and paragraphs which answer relevant questions. The student selects the questions, answers and organizes ideas.

In a "definition" essay, where the purpose is to explain or classify, the writer has the same kind of "choice of approach" as he has in the "Expansion by Paragraphing" technique. He may use a time-sequence explanation, or a cause-effects sequence, or a definition-by-description. The choice of approach determines the questions that will be asked.

"Outlining" is used here as a generic term for "planning the composition," rather than as the specific (rigid) structure requiring specific numbers of sub-points. A teacher or student may find that this Outlining process is an elaboration of the methods used in Expansion by Paragraphing; Outlining differs because the writer is mindful of a variety of topic sentences at one time.

A. Language

"What is a book report?"

1. Tells facts about the book: title, author, publication date.
2. Tells writer's opinion of book: likes, dislikes.

3. May compare this book to others by same author or different author.

4. May retell important parts of plot, characters, setting.

A. Reading in Basals and Supplements

"What does the author mean by 'determined' when discussing Thomas Edison?"

1. Describe his repeated failures.

   a) lightbulb b) phonograph

2. Describe how one failure was the cause of his next refinement.

3. List the sequence of his inventions.

C. Social Studies

"What are the different parts of the 'dairy industry'?"

1. Classify different jobs.

   a) farmers b) processors c) retailers

2. Classify different products.

3. Classify machinery used, on farms and in processing.

4. Sequence, as example, from grass to cow to you: ice cream.

D. Science

"Explain how a plant grows."

1. Materials needed: seed or seedling, water and/or soil, light.

2. Tell sequence of growth of leaves, stem, roots.

3. Give examples of how plants propogate in nature.

If an experiment has been performed, its results could be used as further definition:

4. Why did some plants die?

5. Describe other variables; the findings offer definitions of "the needs of plants."

E. Math

"How can a graph be helpful?"

1. Describe what a graph is.

2. Describe how to read a graph.

3. Give two examples of graphs:
   a) compare cities' populations
   b) chart rainfall monthly for a year
4. Describe the ease of understanding a graph compared to understanding a narrative paragraph for some kinds of information. The value of a graph will be defined.

THESIS-PROOF/OPINION-REASONS

The purpose of this kind of expository writing is to persuade the reader to accept a given statement as valid.

Students can approach their writing, when using more open-ended techniques such as Expansion by Paragraphing and Outlining, with the use of questions: What statement am I making? What is the most important evidence to suggest that this statement is true? What further evidence can I cite? What recommendations am I making?

In both writing and reading, practice with this kind of thinking can help students learn to distinguish between fact (what is, regardless of how anyone feels about it), and opinion (what one person thinks or wants).

Starter Technique One: Unfinished Sentences

The student will finish a sentence to provide a reason for the validity of a propositon.

A. Language

1. This sentence: "(A model is provided)" is (or is not) a complete sentence because ...

2. I prefer radio to TV (or vice versa) because...
3. I think _____ would be a good guest for us to invite to our school because...
4. I like Bill Peel's books because...
5. Newspapers are helpful because...

B. Readings in Basals and Supplements

1. This is (or is not) a story I'd like to read again because...
2. I think _____ would be a good title for this story because...
3. I think this character is _____ because she...
4. Highlights is a good magazine because...
5. I would (or would not) like this character for a friend because...

C. Social Studies

1. Abraham Lincoln was an admirable person because...
2. Groups of people need rules because...
3. The United States should (or should not) send more food to people in hungry nations because...
4. We should elect _____ because...
5. A bank can be helpful to a person because...

D. Science

1. I know that air has weight because...
2. I know that fish need water because...
3. Soil erosion should be controlled because...
4. Cigarette smoking is harmful because...
5. I (favor or oppose) building more nuclear power plants because...

E. Math

1. This shape is a square because...
2. The red crayon weighs more, because when we used the balance scale...
3. June is warmer than December, because the weather chart shows...
4. Tom did not get enough change back, because...
5. A used TV set costs less than a new one. The newspaper ads show...

Starter Technique Two: Sentence Synthesis

Since, by definition, this type of expository writing requires the presence of a thesis statement, the teacher will need to present one along with the words to be used in sentences.

A. Language

1. "Television is an educational tool." Support this opinion using these words: new, far-away, people, see, astronaut.
2. "It's important to know how to write letters" Support this opinion using these words: ask, friend, tell, distant, find out.
3. "People should be good listeners." Support this opinion using these words: meaning, think, look, attention, remember.

B. Reading in Basals and Supplements

1. "Jenny is a (provide a trait) character." Support this opinion using these words: _____, _____, _____ .....
2. "I think (a character) is (smarter than, or not as smart as) (another character)." Suport your opinion using these words: ____,...
3. "(An event in the story) happened before (another event in the story)." Tell why you know this is true, using these words: _____, _____, _____,...

C. Social Studies

1. "Abraham Lincoln was an admirable person." Support this opinion using these words: ____,____,____ ...
2. "We can buy many things we need to live right here in our own city." Support this opinion using these words: ____, ____, ____...
3. "People's taxes pay for many government services." Support this statement by giving examples. Use these words: ____, ____, ____...

D. Science

1. "Magnets will attract objects with iron in them." Write sentences

proving this statement is true. Use these words: ____, ____ ...

2. "All living things need water." Support this statement with examples, using these words: ____, ____ ...
3. "People need food from each of the four groups." Support this statement with examples, using these words: ____, ____ ...

E. Math

1. "We need buns to go with all these hotdogs." Give details about this problem, using these numbers and words: ____, ____ ...
2. "Mr. Jones' farm is bigger than Mr. Smith's." Give details about this fact using these numbers and words: ____, ____...
3. "Rod Carew is a better hitter than Reggie Jackson." Give reasons why this might be true, using these numbers and words: ____, ____...

Starter Technique Three: The Framed Paragraph

The student will write words in empty places in sentences that compose a paragraph. The thesis may be provided, and the student will write to provide the proof or reasons.

A. Language

A listener should know if he is hearing facts or opinions. If somethin, is a fact, _____. If something is an opinion, _____. When someone speaks to you about an idea, you should _____. If you can't tell the difference between fact and opinion, then you _____.

F. Reading in Basals and Supplements

I think Rumpelstiltskin is treated unfairly by the other characters. He says he will _____ if the girl _____. He does _____, but the girl doesn't _____. It seems to me that _____.

C. Social Studies

Groups of people need rules when they live together. Rules help because _____. Rules also help because _____. If people had no rules, _____. Then, other people _____.

D. Science

People should try to conserve energy. Fossil fuels _____. New kinds of fuel sources, such as _____, may not _____. Imagine the problems if we had no fuel! Here are two examples: _____.

E. Math

Rod Carew is a better hitter than Reggie Jackson. When you look at their batting averages, _____. Looking at other statistics, too, you can see that Rod Carew _____ but Reggie Jackson _____. And finally, _____.

Starter Technique Four: Expansion by Paragraphing

The student will write a complete paragraph to support the thesis sentence. By generating questions and answers about the thesis, the writer will try to persuade through presenting evidence or reasons. The writer may recommend a specific action for the reader to take.

A. Language

1. What statement am I making?
   "Students should know how to write letters."
2. What is the most important reason this is true?
3. What are other reasons this is true?
   a) _____ b) _____
4. What should people do about this?

B. Reading in Basals and Supplements

1. What statement am I making?

"Jenny shows herself to be a kind character."

or

"Highlights magazine helps you learn several new skills."

or

"Millicent Selsam writes good science information stories."

2.-4. The question-answer pattern for reasons and recommendations would be used.

C. Social Studies

1. What statement am I making?

"A prison should (or should not) be built in Milwaukee."

or

"A factory that pollutes the air should (or should not) be charged a large fine or tax."

2.-4. The question-answer pattern for reasons and recommendations would be used.

D. Science

1. What statement am I making?

"We are all in danger because of pollution."

or

"There are many reasons not to smoke."

or

"People should eat more well-balanced diets than they do."

2.-4. The question-answer pattern for reasons and recommendations would be used.

E. Math

1. What statement am I making?

"Statistics show that Rod Carew is a better hitter than Reggie Jackson."

or

"This shape is a rectangle."

or

"Twelve is less than twenty."

2.-4. The question-answer pattern for reasons and recommendations would be used.

Starter Technique Five: Outlining

The student will develop a composition by writing sentences and paragraphs that combine in an effort to persuade the reader to accept the thesis. Students planning to organize a multi-paragraph essay will again use the question-answer method to generate supporting reasons for their thesis. They may itemize questions, and paragraphs, according to cause-effect or sequence or intensity details. The writer may use details of who the thesis applies to, or when it applies, or where it applies.

A. Language

1. What statement am I making?
   "Students should know how to write letters."
2. What is the most important reason this is true?
3. What are other reasons?
4. What would happen if a person could not write a letter?
5. What else might happen?
6. What might happen to a person who wrote great letters? (Remember, this is an attempt to persuade.)

B. Reading Basals and Supplements

1. What statement am I making?
   "Jenny shows herself to be a kind character."
2. What does she do that shows this is true?
3. What other things does she do to show this?
4. What is a cause, or an effect, of her being kind?
5. To whom was she the most kind? Why?
6. What might have happened if she had not been kind?

C. Social Studies

1. What statement am I making?
   "Taxes are too high."

2. What is my main reason for saying this?
3. What services do we receive for what we pay?
4. What would happen if taxes were lowered?
5. When taxes were lower (in the past), what happened?
6. What kind of taxes should be lowered?

D. Science

1. What statement am I making?
   "Soil erosion is a serious problem."
2. What are the effects of soil erosion?
3. What are the causes of soil erosion?
4. If soil erosion grows more serious, what will happen?
5. If soil erosion is lessened, what will be the benefits?
6. Where must the solutions begin?
7. What kinds of solutions are possible?

E. Math

1. What statement am I making?
   "Statistics show that Rod Carew is a better hitter than Reggie Jackson."
2. What categories of evidence support this statement?
3. What are the numbers for each person in each category?
4. Are there any effects to each player's team because of his hitting ability?
5. During a given period of a slump for one player, what is his team's record?

CONCLUSION

This kind of expository writing requires that two statements be made and supported, followed by a conclusion which states a third idea. Such an essay is an elaboration of the Thesis-Proof approach.

At least three basic questions must be addressed:

1. What is my first statement? (And what is my evidence?)
2. What is my second statement? (And what is my evidence?)
3. What conclusion am I drawing?

There may be more than one conclusion. As well, the writer may wish to add a persuasive tone to the essay by using the question "What recommendations am I making?"

This variety of exposition involves more complex cognitive skills than the kinds discussed earlier. Conclusions do not operate in the form of Unfinished Sentences or Sentence Synthesis, so our discussion will begin with the paragraph.

Starter Technique Three: The Framed Paragraph

The student will write words in empty places in sentences that compose a paragraph. The paragraph will model, and the student will complete, two statements (with evidence) and a conclusion.

A. Language

1) Students need to learn how to write good letters. If they don't, _____. The best way to learn to write good letters is to practice. When you do practice, _____. Therefore, I'm going to _____.

2) I would like to learn more about _(topic)_. For a long time I've _____. Ms. X knows a lot about _(topic)_. She _____. Therefore, I think _____.

B. Reading

In the story _(X)_, the character _(Y)_ is quite a _(student writes

(character trait) person. One example of this is _____. The character (Z) is quite a _____ person. Z shows this trait when _____. If I had a chance to choose X or Z as a friend, I'd choose _____ because _____.

C. Social Studies

Groups of people need rules to get along smoothly. If there were no rules, _____. Voters elect lawmakers, and the lawmakers _____. Therefore, the voters _____.

D. Science

Soil erosion is a serious problem. _____. The government can make laws to prevent soil erosion. One law could _____. Another law could _____. Therefore, the government should _____.

E. Math

We will have a big picnic. (Describe people and total number.) We should have plenty of food ready. (Describe kinds and prices.) Therefore, we _____.

Starter Technique Four: Expansion by Paragraphing AND

Starter Technique Five: Outlining

A discussion of these two techniques can be combined when we teach writing that presents conclusions. Because the structure of the essay requires statements and reasons which could be separated into paragraphs of their own, no substantial differences exist between the techniques in terms of the planning the writer will do.

The elements include: 1) statement; reasons. 2) statement; reasons. 3) conclusion; (possibly) 4) recommendations. A successful essay will show the planning and details of each element.

A. Language

Directions: Write an essay offering an ideal of whom we might invite as a guest speaker for our class.

1. What do I want to learn more about? What previous experience do I have with it?
2. Who knows quite a bit about it? What is his experience with it?
3. Who should we invite?
4. What might we learn?

B. Reading

Directions: Write an essay to explain your reasons for liking (Character X) more than (Character Y).

1. What statement is true about X? What shows this to be true?
2. What is true about Y? What shows this to be true?
3. Which of these people shows traits that I like more?
4. Therefore, whom would I prefer for a friend?

C. Social Studies

Directions: Write an essay to explain why people should vote, and vote carefully.

1. Why do we vote? What is the need for lawmakers? What is the need for laws? What would happen if groups had no rules?
2. Why would you prefer one candidate over another? What might each do if elected?
3. Therefore, what should voters do?

D. Science

Directions: Write an essay telling why we should stop soil erosion.

1. Why do we need clean, good soil? What would happen if we lost it?
2. What can pollution do to soil? Where did it happen once, and what were the effects?
3. Therefore, what should we do?

E. Math

Directions: Write an essay, using numbers, to show that X is better than Y. (Things compared may be foods and their nutrients, athletes, buildings - anything that can be quantified.)

1. What is true about X? How do I know this?
2. What is true about Y? How do I know this?
3. Therefore, which is better?

PROBLEM-SOLUTION

In its most complete form, this kind of expository writing shows the author's definition of a problem, its causes, its effects and its solutions. With the simpler techniques of starters (Unfinished Sentences and Sentence Synthesis), the reasoning process could be made more simple by considering only the statements of problem and solution. With the more open-ended techniques, it's again true that the student's use of questions, answers and details will provide him with a structure and sequence for writing.

Starter Technique One: Unfinished Sentences

The student will finish a statement by providing a solution to a stated problem.

A. Language

1. The problem: I want to read this story, but I don't know some of

words. To solve the problem, I could _____.

2. The problem: When Jason reads, he says the words out loud. It's too loud for me to think. To solve the problem, I could _____.
3. The problem: I always forget how to spell that word. To learn it forever, I could _____.

B. Reading in Basals and Supplements

1. X (character) had a problem. She _____. To solve the problem, she _____.
2. From the information I read about X (topic), I know a problem exists. One solution to the problem is _____.

C. Social Studies

1. The problem: There aren't enough good houses for all the people who want to live in this city. The solution: _____.
2. The problem: How can people govern themselves? The solution: _____.
3. The problem: The Pilgrims wanted certain freedoms. Their solution: _____.

D. Science

1. The problem: Our natural resources are being used up. The solution: _____.
2. The problem: We wanted to find out what plants need. The solution: We _____.

E. Math

1. The problem: How can we find out the distance between X and Y? The solution: We can _____.
2. The problem: With five dollars, what could I buy my sister for her birthday? The solution: I could _____.

Starter Technique Two: Sentence Synthesis

A typical direction for the writing assignment might be: "Using these

words and others you need, write sentences. The sentences should explain a problem and a way to solve the problem."

A. Language

1. problem, solution, definition, word, glossary, find
2. problem, solution, travel, weather, New York, newspaper, map, index
3. problem, solution, rule, school, letter, principal, suggest

B. Reading in Basals and Supplements

1. problem, solution, characters (Suggest words specific to the story that are important to the problem and solution.)
2. (After the student has read an information story, suggest words relating to the problem and solution that are defined.)

C. Social Studies

1. problem, solution, houses, enough, planners, land, buy, build
2. problem, solution, govern, representative, vote, laws, control

D. Science

1. problem, solution, resources, gone, conserve, suggestions, other
2. problem, solution, nutrients, need, groups, eat, body, food

E. Math

1. problem, solution, distance, places, measure, units
2. problem, solution, postage, cost, package, weigh, per, multiply

Starter Technique Three: The Framed Paragraph

Experience with the previous activities will prepare students to expand problem-solution statements to include reasoning about cause and effect. In the paragraph form, the writer may want to narrow his focus so that these details can be stated in simple sentences.

Here, as in other forms of expository writing, the writer may conclude with a statement of what he hopes the reader will be persuaded to do.

A. Language

We've been having a problem with the noise level during our work time. It may be that some people are noisy because _____. When we do try to work with that noise, _____. To solve this problem, I think we should _____.

B. Reading in Basals and Supplements

(Character), in the story (title), had a problem. _____. (Character) had this problem because _____. Having this problem meant that (Character) _____. Then _____.

C. Social Studies

Many people have a problem because they are unemployed. So many people can't find jobs because _____. Because there are so many out-of work people, _____. To solve this problem, _____.

D. Science

Certain animal species are becoming extinct. One reason for this is _____. Because the (X) is now extinct, _____. If the (Y) were to become extinct, _____. One solution to this problem would be _____. I think people should _____.

E. Math

Mr. and Mrs. Jones had a problem with their picnic. They didn't have

enough food. This happened because _____. Because they ran short, _____. When they saw the problem, Mr. and Mrs. Jones _____.

Starter Technique Four: Expansion by Paragraphing AND

Starter Technique Five: Outlining

Again these techniques will be combined for discussion. It is assumed that in the exposition of multiple statements of a problem, its causes, effects, and a solution, multiple paragraphs will be used. The techniques are linked by their use of a plan of questions and answers to organize a credible analysis of a problem.

The purpose of this kind of essay suggests its organization. Rather than offer examples from curriculum areas, we'll simply suggest a model that applies to them all.

Using the question-answer-details technique in expanding and planning the essay will help the writer be clear and persuasive. (The framed paragraphs in this section were organized with this model.) As students' writing complexity increases, they may be able to provide sufficient detail to establish a complete paragraph for each question.

The model:

1. What is the problem?
2. What may be the causes of the problem?
3. What are the effects (or potential effects) of the problem?
4. What is a solution to the problem?
5. What should the reader do to help implement the solution?

COMPARISON-CONTRAST

A writer may wish to present his views about a subject by comparing it to something else. A good introduction for younger students would be either comparing or contrasting, but not both in the same writing. In many cases students will be considering the relative, not absolute, differences between the subjects. The "contrast" approach is a way to say what is not true, or what is less true, about the subject.

Comparison-contrast can be the main purpose of the writing, or it could be a technique used within descriptive and narrative writing to add details to the subject. This illustrates the differences in the purposes of composition, because in expository writing it is the comparison itself which is the subject of the theme.

Starter Technique One: Unfinished Sentences

A. Language

1. Calling a store for information is like...
2. Punctuation is like...
3. Reading the newspaper is like...
4. Looking up a word in a dictionary is like...
5. Rewriting a story is like...

B. Reading in Basals and Supplements

[We will show examples of the more complete form here, where the writer states his basis for comparison.]

1. (Character X) is like (Character Y) because they both...
2. (Character X) is not like (Character Y) because X... but Y....
3. From the facts I've learned in this story, I can see that (the subject)

is like _____ because...

4. These two stories are different because in one, ..., but in the other, ...
5. If I had to compare this character to an object, I'd say _____ is like a _____ because....

C. Social Studies

1. The form of government in (Country X) is different from the government in (Country Y) because...
2. In (City X) the main industry is _____, but (City Y) is different because...
3. A state government and a federal government both...
4. A person paying taxes is like _____, because...

D. Science

1. A growing child is like _____ because both...
2. Smoking cigarettes is like _____ because...
3. An exploding volcano is like _____ because...
4. The migration of birds is like _____ because...

E. Math

1. Adding and subtracting are different, because when you add you..., but when you subtract you....
2. Telling time is like watching the sun move, because....
3. A fraction of a whole set is like a _____ because....
4. An inch is like a pound because....
5. An inch is not like a pound because an inch... but a pound....

Starter Technique Two: Sentence Synthesis

The student will form one or more sentences using given words and phrases. The sentences should explain how things are alike or different.

A. Language

1. poem, story, like, because, happens
2. punctuation, traffic signal, like, because, clues, when, stop
3. friendly letter, TV show, like, because, news, laughs, adventure
4. newspaper, TV news, different, because, longer, time, information, action, more

B. Reading in Basals and Supplements

1. plot, Story X, Story Y, alike, because, _____, _____, _____
   (Select words appropriate to the stories.)
2. Students may use words relevant to characters and settings to write sentences that compare or contrast given stories.
3. (Character X), like (object), because, _____, _____, _____
4. Table of Contents, index, alike, because, find, page, subject

C. Social Studies

1. government, parent, like, because, rules, order
2. apartment, house, different, because, rent, own, pay, bank, landlord
3. driving, hunting, alike, because, license, government, safety
4. (Place X), (Place Y), alike/different, _____, _____, _____

D. Science

1. plant, animal, alike/different, because, _____, _____, _____
2. sun, moon, alike/different, because _____, _____, _____
3. ice, water, alike/different, because _____, _____, _____
4. volcano, stove, like, because, heat, fuel, burn
5. bird, fish, different, because, move, live, body

E. Math

1. addition, subtraction, different, because, combine, one, take away, other, left
2. measuring, weighing, alike, because, size
3. quotient, product, alike, because, answer, equation

4. quotient, product, different, because, divide, multiply, answer
5. fraction, slice, pie, like, because, part, whole

Starter Technique Three: The Framed Paragraph

In an essay that compares or contrasts people, places, traits or activities, answers must be stated for three questions:

1. What am I comparing with what?
2. What is my basis for comparison? (The answer will be a specific feature of appearance, behavior, quality, effect or value.)
3. What is my conclusion? (The answer will be the full statement of the comparison.)

Since the framed paragraph can be used as a student model for writing, the examples presented here will use this complete question-answer approach.

A. Language

There are differences in the information we receive from newspapers and television. Let's use the news example of _____ to compare the media. In the newspaper, we are told _____. The television report told us _____. This shows that newspapers, compared to television, _____.

B. Reading in Basals and Supplements

The character X, in the story Y, is like someone I know, Z. They both _____. Each was in the same kind of situation: X _____ and Z _____. I think that the two people are alike because _____.

C. Social Studies

The state government of Wisconsin can be compared to the federal

government of the United States. Both governments _____. Also, they both _____. Third, they both _____. These examples show that the two levels of government _____.

D. Science

Which is better for you to eat, candy or carrots? Let's look at what each does for the body. Candy _____. Carrots _____. This comparison shows that _____.

E. Math

Who is a better hitter, Rod Carew or Reggie Jackson? Let's look at their statistics. Rod Carew _____. Reggie Jackson _____. A look at these number shows us _____.

Starter Technique Four: Expansion by Paragraphing

A one-paragraph comparison can be expanded if the writer is offering several points of comparison or several reasons why one factor outbalances the other. Again it is the question-answer-details structure which can help the writer organize the sentences and paragraphs. This plan could be applied to writing in any curriculum area. One example, in chart form, can illustrate the model.

Questions	Answers	Details
1) What am I comparing with what	A family unit and a governmental unit	
2) What is my basis for comparison?	1) rule-making procedures	1)a) family-parents b) government-elected representatives
Is there another basis for comparison?	2) money matters a) income	2) a) 1) family - earn money by working 2) government - get money from taxes
	b) spending	b) 1) family - spend for goods and services, charity 2) government - spend for goods and services, charity
3) What is my conclusion?	Some operations of a family are like the operations of a government.	

Starter Technique Five: Outlining

The elementary grade section concludes with a description of one of the most complex of essays. The developers of the Weehawken Individualized Language Arts program say: "...if the writer considers both likenesses and differences, advantages as well as disadvantages, arrives at a reasoned conclusion, and spells out from it a recommendation to his readers - the result will be a plan for the most sophisticated kind of expository writing, the argumentative paper."

Comparisons and contrasts are each considered here; this requires that the writer be less one-sided in his reasoning. The offer of a recommendation requires that the writer, in his planning, consider the question "So what does this mean to the audience?"

Despite the relative complexity of the model, primary grade students can be guided through its use. Skills they've acquired through the earlier starter techniques will enable them to compare with details and conclusions. Now students will learn to plan a whole essay before writing it by using a process of answering questions to form the structure of the paragraphs. Certain topics lend themselves to argumentative analysis more than other topics. The element of "a recommendation" is important when a writer considers if this essay plan will suit his purposes. Certainly he may write a well-outlined comparison essay without a recommendation; but a "call to action" adds a measure of importance to the author's conclusions.

Here is the questions-answers-details model. It could be applied, for example, to compare two people encountered in biographies, or two views about the best way to grow plants, or two political candidates, or two baseball players.

Planning on a chart, shown in the previous example, can lead to the greatest clarity and detail.

Questions	Answers	Details
1) What two things am I comparing?	-and-	
2) How are they alike?	1)	1)a) b)
	2)	2)a) b)
	3)	3)a) b)
3) How are they different?	1)	1)a) b)
	2)	2)a) b)
4) What conclusion can I make?	1)	1)a) b)
	2)	
5) What action do I recommend to the reader?	1)	1)a) b)
	2)	

IV. Expository Writing in Language Arts at the Middle School/High School Level

DEFINITION/IDENTIFICATION

The ability to write strong, complete definitions and identifications at the middle school and high school levels is important. When a teacher makes a writing assignment that asks students to "discuss, analyze, focus, identify and define," he usually expects to get back an in-depth definition.

The definition/identification expected by the teacher actually has five parts. Each part can be represented by a simple question that can guide any student to gather and report the appropriate information.

The five questions of definition/identification are:

1. How is the topic classified?
2. What are the physical, emotional and/or intellectual characteristics of the topic?
3. What is the usual function of this topic?
4. How can this topic be used?
5. What is the comparison or contrast between this topic and another object from one of its classifications?

To implement this approach the following are some starter techniques that are appropriate for middle school and high school students as they prepare for the writing assignment.

Starter Technique: Unfinished Sentences

A. I am defining/identifying...

Example: I am identifying the literary character Hamlet,...

B. There are (number) of (topics/ideas) that are often grouped together.

Example: There are five figures of speech that are often grouped together.

C. The most common characteristic of this (topic) is (detail).

Example: The most common characteristic of the concrete noun is that it can be identified by one or more of the senses.

Starter Technique: Framed Sentence

A. Brainstorm/research a list of three to five objects of items in this class. Use each item as a sentence subject.

Example: Hamlet, Prince of Denmark, insanity, revenge, swordsman

Hamlet was the young prince of Denmark.

B. Make a list of all terms/vocabulary that must be mastered in a given unit. Put the terms into pairs and make one sentence using both terms of the pair.

Example: simile, metaphor, alliteration, onomatopoeia

Two similar figurative language devices are the metaphor and the simile.

C. Make a list of verbs that are helpful in discussing the topic. Write

sentences using these verbs.

Example: If the topic is figures of speech, the verbs might be comparing, contrasting, connoting and denoting.

Figures of speech often compare one thing with another that is familiar to the reader.

Starter Technique: Framed Paragraph

The _(topic)_ has these _(number)_ of characteristics. It is most commonly recognized as _(conclusion)_. Next it belongs to the _(conclusion)_ group. Also, _(topic)_ is a _(conclusion)_.

Example: Hamlet has three important characteristics. He is, of course, the Prince of Denmark. Next he is the avenger for the murder of his father. Also, Hamlet is the model for what's right and wrong in his country.

Starter Technique: Outlining

A. What is the topic?

Example: What is Hamlet?

B. What is the strongest synonym for the topic?

Example: A simile is another name for a comparison.

C. Why is this topic in this group?

Example: A ball is a concrete noun because it can be seen, felt, etc.

Some starter techniques for the second question, "What are the physical

emotional and intellectual characteristics of the topic?"

Starter Technique: Unfinished Sentence

A. Observe and list all of the properties (physical, emotional and intellectual) of the topic. Make simple declarative sentences for all items in the list.

Example: Hamlet was twenty years old.

B. The most frequent color of (topic) is (detail).

Example: Carrots are orange.

C. (Topic) behavior is (detail).

Example: Hamlet's behavior is unpredictable.

Starter Technique: Sentence Synthesis

A. Brainstorm/research/observe a list of five to eight details. Use each detail in a declarative sentence about the topic.

Example: Hamlet was subject to wild mood swings.

B. Make a declarative sentence from the details and then put them in an order (time, space, size, etc.).

Example: First, Hamlet pretended to be humble and duty-bound to his mother and her husband. Next, he appeared to be insane because of grief. Third,...

Starter Technique: Framed Paragraph

The framed paragraph is a logical extension of the framed sentence.

Example: When talking to Ophelia, Hamlet sounded like a _____.
Thinking aloud and alone, Hamlet sounded much more like _____.
Hamlet's mother was deeply hurt when he suggested she was a _____.

Starter Technique: Outlining

List the characteristics in some logical order, either in terms of time, space, sequence or size.

Example: Hamlet was Prince of Denmark, heir to the throne, betrothed to Ophelia, committed to revenge his father.

Starter techniques for the third question, "What is the usual function of this topic?" are as follows.

Starter Technique: Unfinished Sentence

An unfinished sentence requesting information that will reveal the purpose of the topic.

Examples: Hamlet must pretend to be crazy because.....
A noun is usually the _____ in a sentence.
Because a simile makes a comparison between a well-known item and one not well-known, we can learn.....

Starter Technique: Sentence Synthesis

Collect all the possible functions and use a sentence slotting approach to generate ideas.

Example:	Who	What?	What for?
	Hamlet	acts crazy	so he can spy.
	Nouns	show possession	to establish ownership.

Starter Technique: Framed Paragraph

This is another elaborate extension of the framed sentence.

Starter Technique: Outlining

The best outline is to place the functions in an order of importance.

Example: Hamlet the prince...

Hamlet the son...

Hamlet the man...

Hamlet the avenger...

Starter techniques for the fourth question, "What are the uses of the topic?" are as follows.

Starter Technique: Unfinished Sentence

Examples: Hamlet was used by the ghost as an _____.

Hamlet was used by his friends to _____.

Shakespeare used Hamlet as a _____.

Starter Technique: Sentence Synthesis

Make a complex, run-on sentence of uses that can be broken apart later.

Example: Hamlet was used to _____, _____, _____, _____, _____.

Starter Technique: Framed Sentence

Brainstorm uses of the topic. Don't be limited by the context of the reading material.

Examples: Hamlet the swordsman, _____.

Hamlet the student, _____.

Hamlet the mourner, _____.

Hamlet the symbol, _____.

Starter Technique: Framed Paragraph

Any or all of the framed sentences can be expanded for this.

Example: Hamlet, the character from the Shakespearean play, has become a symbol for _____ things. He was a model _____ for his kingdom. His mother saw him like _____. The king feared him because _____. His friends respected him for _____.

Starter Technique: Outlining

Place the uses in order of importance (time, size, sequence, etc.).

The last question in the definition/identification process, "How can this topic be compared to another in its class?," will be dealt with in detail in another part of this guide.

Because of the five question approach, the definition generated by this process can be as short as five sentences or as long as five hundred. The assignment should specify the depth of detail that the writer is expected to reach in defining the assigned topic.

THESIS-PROOF/OPINION-REASONS

Probably the most common expository form assigned to students is the thesis-proof technique. The most difficult requirement of this technique is a statement of the thesis. It is a strong, uncompromising statement of potential fact or point of view, and it must be defended. Without proper support, the statement/idea is at best only an exaggeration. However, with suitable substantiation the thesis becomes a valuable source of information, and powerful machinery for expanding ideas.

Students must learn to make relevant thesis statements. Because these statements must be incisive and sound, the writer makes them at considerable risk, particularly if the writer is a student. The Right-Answer/Wrong-Answer syndrome frequently stifles the making of pointed position statements. Secondly, recognizing a thesis statement takes practice because students are well trained at making over-generalized, inoffensive statements. Bland, impotent writings are not thesis statements and are not suitable or useful.

The following starter techniques are designed to make writers capture strong ideas and write them in thesis form. Students must be reminded that the thesis statement has to be made with a clear point and followed up with appropriate proof.

Starter Technique: Unfinished Sentences and Framed Sentences

A. My opinion on (topic) is _____.

B. There are (number) reasons to like/dislike (topic).

C. I know/believe (topic) will be/will not be a good/bad (conclusion).

D. I recommend (topic) as the best/worst _____.

Starter Technique: Framed Paragraph

Example: The most important part/time/use/cause of _____ is _____. Proof/evidence of this is found at/in _____. Because of this evidence, we may conclude that _____.

NOTE: The key aspect of a Thesis-Proof expository writing is the fundamental need to make a conclusion or drew an inference. Asking the question "What do this statement and evidence make me understand?" will usually clear up poor topic sentences and freshen the details used for proof.

Starter Technique: Outline

A. What is my first important statement?

1. What is my evidence?
2. What is my conclusion?

B. What is my second important statement?

1. What is my evidence?
2. What is my conclusion?

PROBLEM-SOLUTION

Problem-Solution may be only informal Thesis-Proof expository writing. But the outline technique seems to provide the greatest functional approach to this style.

Starter Technique: Outline

A. To bring a problem into focus for writing, students should ask and answer these questions.

1. What is the problem?
2. What are its effects, actual or potential?
3. What makes this problem serious/not serious and worthy of a reader's consideration?
4. What are the problem's causes?
5. What are the problem's solutions?
6. How can conditions be altered or lessened to change or remove the problem?

NOTE: Word games such as riddles and logic problems are recommended as practice and warm-up to writing Problem-Solution exposition. Warm-up should not be overlooked in any writing situation.

B. A Problem-Solution writing exercise:

You are faced with two doors. Each is protected by a guard. Behind one door is a tunnel to freedom but behind the other door is a killer-tiger. You know one guard always lies, while the other guard always tells the truth. You don't know which is which. You must open one door and enter. Finally, you are allowed to ask one question of one guard. Write out the question you would ask that would guarantee your safety.

COMPARISON AND CONTRAST

The selection and sorting process of comparison and contrast expository writing can be successfully taught at all grade levels. To do this, the writer must draw upon observation and descriptive powers as well as analogy skills. Proper selection of clear details and their correct relationships produces long works. Prolific and imaginative expository writing is expected when performing comparison and contrast, and is not difficult to achieve.

Comparison and contrast should be separated into two types, each with a major strength. The block style comparison and contrast is most effective in showing similarities because it groups details that are compatible around topics of similar classification. The interwoven style of comparison and contrast works well to dramatize differences. Relying on a rule of opposites, interwoven comparison and contrast puts the most striking differences as close together as possible. By doing this, the differences become obvious and a powerful case is made for contrast.

Starter Technique: Block Style Comparison and Contrast

Rules for implementation:

1. Select appropriate point of focus for topics.
2. Choose the order of points on the basis of greatest to least amount of similarity.
3. Report the data for only one topic at a time. This makes your

material become one block of information directly connected to one topic.

4. For the second block, make sure that the order of points is identical to the first block.

5. Only allow the last point of focus to be a strong difference.

Example:	Topic A		Topic B	
	1. size-expanded into a sentence		1. size-expanded into a sentence	
	2. cost	"	2. cost	"
	3. color	"	3. color	"
	4. weight	"	4. weight	"
	5. age	"	5. age	"

Starter Technique: Interwoven Comparison and Contrast

Rules for implementation:

1. Select the most dramatic or visible difference between the two topics and put them as close together (topic and difference) as possible. You will have topic and details beside topic and details.

2. Arrange the remaining pairs of topics and details in descending power of difference.

3. Always begin with the same topic followed by its contrasting counterpart.

4. Only allow the last point of focus to be a comparable, rather than contrasting idea.

Example:

Topic A and point of focus (size) followed by Topic B and point of focus (size).

Topic A and point of focus (cost) followed by Topic B and point of focus (cost).

Topic A and point of focus (color) followed by Topic B and point of focus (color).

Topic A and point of focus (weight) followed by Topic B and point of focus (weight).

Topic A and point of focus (age) followed by Topic B and point of focus (age).

Improver Technique: Making an Inference

With the format of comparison and contrast, the technique is finished when a conclusion or inference is made. This conclusion is reached because of the information presented in the body of the writing. Some questions/statements that may help draw out a conclusion are:

1. Because of these reason, _____ I conclude that Topic A and Topic B are closely/not closely related.
2. Topic A and Topic B can/cannot easily be mistaken for each other because _____.
3. Without the details _____ Topic A and Topic B would/would not be distinguishable from each other.

V. Peer Evaluation and Editing

Peer evaluation and editing are important in the writing process. Teachers who have tried peer evaluation and editing have found that students can evaluate one another's writing. They have also found that student writing improved over the course of the school year.

To be effective, however, teachers must train students to be good evaluators, and must use some guidelines in preparing peer evaluation forms, as follows:

1. The evaluation form must relate to the specific writing assignment. Consequently, a teacher should revise and/or expand the questions asked on the evaluation form for each assignment.
2. The evaluation form should reflect the pre-writing skills developed in conjunction with the assignment.
3. The evaluation form should avoid yes/no answers to the questions. It should require students to write out answers.
4. The evaluation form should parallel the teacher's criteria in grading the assignment.
5. The evaluation form should emphasize the positive aspects of the student's writing ability with questions allowing for student suggestions for improvement.
6. The evaluation form should be collected with the final copy. Students should know that their comments on the evaluation form have been considered.

7. The evaluation form should evaluate content and mechanical skill. Overall, the evaluation form should stress the positive and seek ways for students to try to improve the weak areas.

Students should learn to be responsible for correcting errors in their writing. However, they should not be overwhelmed with the process of correcting errors to the extent that their focus is directed away from the purpose, the ideas and the style of their writing. Research has found that students learn mechanical rules best with respect to their own writing: 1) when the editing or correcting process occurs prior to the close of a writing activity and 2) when students understand the reasons for the suggested changes.

There are ways within a classroom to deal with this correcting process. 1) Train and/or select particular students or groups of students to be responsible for certain types of editing. 2) Teach progressive, sequential grammar units in conjunction with the writing for which students will be responsible for correcting. In other words, continue to add to the list of types of grammatical structures that you, as a teacher, feel that the students should be mastering. Also make these specific grammatical elements a part of the evaluation form.

Evaluation forms can be used with pairs of students or small groups of students. The teacher should select the groups, and after the groups work together three or four times, it is best to change the groups.

The following pages contain sample evaluation forms for each of the

five types of expository writing in this guide book. Each of the forms given can be adapted for use at the elementary level. For further information on peer evaluation and editing refer to the 1982 Wisconsin Writing Project guide book entitled A Guide to Peer/Self Editing.

DEFINITION/IDENTIFICATION

1. What is being defined?
2. What are the main points (or points of focus)?
3. How are the main points arranged? OR How effective is the arrangement of these points?
4. Should any of the main points be omitted or expanded? Which ones? Should any others be included? What?
5. What is the conclusion?
6. What are the transition words or phrases which make the writing flow from beginning to end?
7. What is the thing that you like best about this piece of writing?
8. Is any idea weak and should be improved? What?
9. What suggestions do you have to improve that weak point?
10. What other changes, if any, would you suggest to the writer?

Suggest a grade for this paper:

_____ Content (and why?)

_____ Mechanics (How many errors did you find?)

COMPARISON/CONTRAST

1. Read the introduction. Is the topic of the paper clear to the reader? State what the topic of the paper is.
2. What are the main points of comparison and/or contrast found in this paper?
3. Is each of these main points developed in a separate paragraph? Does each paragraph flow smoothly from the previous one? And lead into the following one?
4. What is the arrangement of these main points? Is this arrangement effective? If not, what suggestions do you have to improve that arrangement?
5. What are the details (development) of main point #1? Main point #2? Main point #3?
6. What are the transition words or phrases which make the writing flow from beginning to end?
7. Read the introduction and conclusion only. Do they seem to "bridge" the piece together? How?
8. Read the entire paper backwards (from the end to the beginning). Did you note any misspelled words? Make a list of those misspelled words.
9. What is the paper's best sentence? Why?
10. What is the paper's weakest sentence? Why?

THESIS/PROOF

1. Write the thesis statement of this paper.
2. By what method is the writer giving proof of the thesis statement--reasons, examples or comparisons?
3. What is the strongest point in the writer's argument? Why?
4. What is the weakest point in the writer's argument? Why?
5. How can this weak point be improved?
6. Should any other ideas be includ_d? What?
7. How effectively are these main points arranged?
8. Think about the structure of the paper. Has the writer used any patterns or schemes to "cement" the piece? If so, what are these techniques?
9. Underline the first three words in every sentence. Are the sentences varied in length and type? Are some words overused, repeated too often?
10. Mechanics (Please correct in rough draft)

    Spelling: Punctuation:

    Capitalization: Correct paragraphing:
11. State the conclusion. Does the conclusion follow logically from the proof statements?
12. Does the conclusion contain any statements that are off-the-track of the thesis statement? If so, what are they?

PROBLEM/SOLUTION

1. In this piece of writing, analyze the following:

   What is the subject? Who is the audience?

   What is the purpose? What is the mode of writing?

2. According to the writer, why is this a problem? (In other words, what causes the problem?) Write the sentence which best tells the reader that this is the cause of the problem.

3. What solution(s) does the writer suggest in order to deal with this problem?

4. Are there any other possible solutions? If so, what are they?

5. What conclusion does the writer reach concerning this problem?

6. Is this a workable solution to the problem? Why or why not?

7. What specific examples or details does the writer use for each of his solutions?

8. Mechanics of writing:

   _____agreement of subject & verb

   _____reference of pronouns

   _____capitalization

   _____spelling

   _____punctuation

9. In your estimation, what strong points does this paper have?

10. How could this paper be improved?

INFERENCE (DRAWING CONCLUSIONS)

1. What information is conveyed to the reader in the first paragraph?
2. How many points is the writer trying to make? What are they?
3. Write the first three words of each of the sentences that tells one of the main points.
4. Does the writer use adequate transition words or phrases to move the reader through the writing? What are they?
5. If not, what suggestions do you have for transition words or phrases that might help the writer of this piece?
6. Are each of the main points equal in importance or are some of the main points more significant than others?
7. How are these main points arranged?
8. Is the reasoning in this piece of writing inductive or deductive?
9. What is the conclusion?
10. Is this a logical conclusion from the evidence given? Why or why not?
11. Is one part of this piece of writing better than the rest? Which one and why?

    _____introduction _____paragraph 1 _____paragraph 2

    _____paragraph 3 _____paragraph 4 _____conclusion

12. Is one part weaker than the rest? Which one and why?

VI. Expository Writing In Another Curricular Area: Home Economics

I. Definition/Classification

A definition or classification is essentially a description. The subject is to be defined, classified, explained or discussed.

A. Unfinished Sentences

Use the unfinished sentence technique as a paragraph starter for defining, describing or explaining the topic being discussed. Using such sentences, teachers can focus on the types of questions or concerns that need addressing. Also, this method develops an awareness of a topic sentence.

Examples:

1. Fast food meals contain an overabundance of ...
2. The amount of rent charged for a particular apartment depends on ...
3. Machine stitching with "good tension" means that ...
4. Some self-help features to look for in clothing for children, ages 3 to 5, include ...
5. In order to make sound consumer decisions, you need to know ...

B. Sentence Synthesis

Use five or more of the following words or phrases to write three to five sentences that describe, explain or define the topic given. When you use a word or phrase in a sentence, underline it. You may use more than one of these words or phrases in a sentence.

Examples:

1. Obesity: hunger, appetite, fat-cell theory, stress, heredity vs. environment, inactivity, metabolism, behavior modification, learned food habits, insulin insensitivity, normal body weight

2. Housing Lease: tenant, landlord, premises, contract, sub-let, eviction, security deposit, rent, utilities, default, expiration

3. Decision Making: values, goals, standards, decision by default, impulse, habit, imitation, coin tossing, pros and cons, follow through

4. Vitamin C: ascorbic acid, scurvy, water-soluble, citrus fruits, tomatoes, dark green vegetables, loose teeth, bruises and internal bleeding, R.D.A.

5. Consumer Rights: F.D.A., President Kennedy, consumer protection, The Jungle, dollar power, "declaration of rights," redress, Ralph Nader, Consumer Reports

C. Framed Paragraph

Parts have been left out of the paragraphs below. Fill in the blanks so that the paragraph will explain, describe, define or discuss the original claim. (Teachers: This technique of helping students write good paragraphes can be as structured or unstructured as you want it to be. The example given below is quite structured.)

Example:

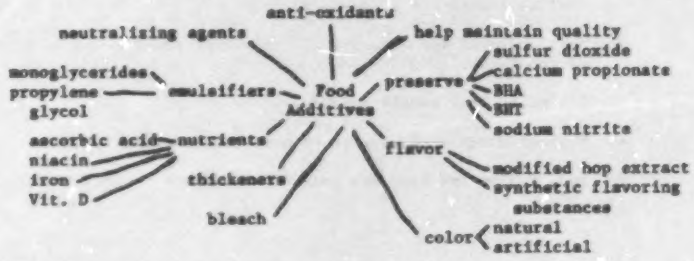
An unborn child has no way to get _nutrients_ except through the mother's diet. Thus, it is important that the _mother_'s body be well-nourished prior to and during _pregnancy_. (Teenage pregnancies can be difficult, because the _teenager_ must fulfill her own _nutrient_ needs for _growth_ as well as the needs of the

growing baby .)

Women who have regularly eaten well will not need to make drastic dietary changes. An extra serving of meat and two extra servings of milk are all that is usually recommended . These foods provide the additional protein , vitamins , and minerals needed for growth and maintenance of body tissues. It is further recommended that organ meats, such as liver , be eaten to supply the mineral iron , which is important for making hemoglobin , which is the red substance in the blood that transports oxygen to the cells .

B. Outlining

One form of outlining that works well with expository writing is called webbing. A main idea is the central focus. Then related ideas or sub-topics spiral outward in a web formation. The example below is a starter technique for developing a definition of food additives. The topic sentence could be: Food additives are substances or mixtures of substances which are added to basic food.



Expanding information: GRAS list
carcinogens
fortified
enriched
imitation food
Delaney Clause
fabricated food
F.D.A.
etc.

II. Opinions/Reasons

In this type of expository writing, the student offers a statement and then backs it with evidence. The purpose of this kind of expository writing is to persuade the reader to accept a given statement as valid.

A. Unfinished Sentences

The student is to finish the statements below and use these sentences as paragraph starters. Questions to be answered are: "What opinion, suggestion or recommendation am I giving?", and "What are my reasons, proof or evidence?"

Examples:

1. A married couple with less education and less money is less likely to divorce than a couple with more education and more money because...
2. You are overweight because...
3. One large multi-use appliance is a better buy than several smaller appliances because...
4. Most children are occasionally reluctant about going to school, especially...
5. I want to stay single because...
6. New buildings will have to be more energy efficient because...
7. Red, yellow and blue are considered primary colors because...

B. Sentence Synthesis

Use five or more of the following words or phrases to write three to five sentences that persuade. When you use a word or phrase in your paragraph, underline it.

Examples:

1. Food Intake before Atheletic Competition: energy, endurance, gastrointestinal tract, dehydration, psychological factors, liquid formula meals, caffeine stimulation, non-carbonated beverages, carbohydrates, protein

2. Getting Married: love, cooperation, sharing, commitment, responsibility, security, children, conflict, risk, dependence, disagreement, unexciting, stifling, hat.. divorce

3. Why Fashions Change: fashion designers, events and people in the news, nostalgia, street fashions, television, movies, music stars, age, new fabrics, boredom, desire to be different, desire to conform, desire to express one's own personality

4. Advantages of Home Computers: control and monitor all heating and lighting equipment within the house, keep track of all standard food items, automatically order replacements, smoke detector, burlar alarm, encyclopedia and dictionary, video games, study center, provider of instruction, financial records

5. Reasons for Being a Vegetarian : religious reasons, less cost, ethical reasons, allergies to animal goods, healthier, worry about ecology, curiosity about it, dislike of meat and/or dairy products, desire to lose weight

C. Framed Paragraph

In the paragraphs below, fill in the blanks so that the paragraphs will provide reasons, evidence or opinions supporting the original claim.

Example: Child Abuse (In this example, the first paragraph describes who abuses their children, and the second and third paragraphs explain why.)

Who are the parents who abuse their children? They come from all segments of the population: from all income levels, all ranges of intelligence, and all cultural, religious, and racial groups. They may be young school dropouts or successful professionals. Incidents of reported abuse occur most often in large, poor families, where there is a strong positive relationship between child abuse and general life stresses.

Abusing parents are emotional cripples. Typically, they themselves were abused/beaten as children and never developed basic trust. They feel isolated from other people and have painfully low opinions of themselves. Often, they have money troubles.

Because of great unfulfilled needs, these parents often turn to their children. They expect their children to care for them as no else ever has. They virtually reverse the child - parent relationship.

Note: The student could then go on from here explaining how the role reversal leads to abuse. Examples could be given from research or experience. Then, recommendations might be given about how to prevent child abuse or advice might be given as to what to do if child abuse is suspected.

D. Outlining

Five elements to consider when organizing expository writing

in which a statement is supported by evidence or reasons are subject, purpose, form, speaker and audience. Consider the following assignments for a Weight Control unit which clearly state all five elements.

Examples:

1. Write a letter (form) to your mother (audience) persuading (purpose) her to go on a diet (subject) or get into a regular physical fitness program (subject). Be sure to include three arguments as support for your concern. (The daughter is the speaker.)
2. Students (speaker): Write an essay of three to five paragraphs (form) entitled "Me—and the Reasons Why I Look the Way I Do." (subject) Be sure to include at least five reasons and support each with examples or explanation. Add a concluding statement. This paper will be read by me and other members of your small group (audience), then will become part of your semester portfolio as a basis for figure improvement or maintenance (purpose).

Note: If these five elements are clearly stated in the assignment, then the student will automatically address all five elements in his writing.

III. Drawing Conclusions

By deduction or induction students are to draw a conclusion or inference with a statement that could be prefaced by the word "therefore."

A. Unfinished Sentences

The student is to finish the statements below and use these sentences as paragraph starters. Questions to be answered are: "What is my conclusion?' and "What recommendation am I making?"

Examples:

1. If food poisoning bacteria can be transmitted by a cough or sneeze or just by touching foods, then...
2. Signed contracts are legally binding, therefore...
3. If the purpose of staystitching is to prevent stretching of the cut edge of fabric, then the garment pieces that need to be staystitched are...
4. The more attention a father pays to his baby son, the brighter, more alert, more inquisitive, and happier that baby is likely to be a five or six months of age. Therefore, ...
5. If people react physically and emotionally to the color of their environment, then...
6. You tend to buy things that support your values, therefore...

B. Sentence Synthesis

Use five or more of the following words or phrases to write three to five sentences that draw conclusions about the topics listed below. Develop a paragraph. When a word or phrase is used, underline it.

Examples:

1. Who needs to lose weight?: overweight, obese, unflattering bulges, fatigue, shortness of breath, health problems, psychological factors, weight-height charts, shortened life span, unattractive, difficulty in buying clothes

2. Judging the Quality of Meat: government grades, texture, tenderness, juiciness, marbling, calories, price, gristle, color, fat content

3. Deciding about Insurance Needs: type of insurance, coverage, value of property or possessions, income, calculated risk, premium cost, state of health, replacement value, number of dependents, age, lifestyle

4. Popularity of Foreign Foods in the U.S.A.: heritage, pockets of ethnic groups, lack of strictly American foods, blending of cultures, mobile society, new taste experience, travel, tradition

C. Framed Paragraph

In the paragraphs below, fill in the blanks so that the paragraph is complete in structure and meaning. Then re-write the paragraph with needed additions or deletions.

Examples:

1. Goals can be classified as either short - range or long - range. Short-range goals are those that can be reached in an hour, a day, or a week. They are fairly easy to set and achieve. Long-range goals are those that may not be reached for several months or even years. Therefore, you need foresight to plan long - range goals and determination to stick with them until they are achieved. Long-range goals are usually related to very important values.

2. The basis for attractiveness is good health. You can't look

good unless you feel _good_. Consequently, a balanced _diet_, adequate _sleep_, and regular _exercise_ help you gain a vitality that is part of _attractiveness_. Good _health_ habits also help you stay _trim_. In our society, trim _people_ are viewed as being more _attractive_ than _overweight_ people.

Note: "Therefore and "consequently" are transitional words used when drawing a conclusion.

D. Outlining

The question and answer format works well in organizing thoughts and ideas for expository writing in which one attempts to draw a conclusion.

Example:

Questions	
What is my first statement?	The eating habits of older people may be influenced by loss of teeth or health problems.
What is my reason or evidence?	The cells of the body undergo changes during the years.
What is my second most important statement?	A good diet helps to keep the body healthy and active.
What is my reason or evidence?	Food provides fuel for the body, but as people become older, calorie needs decrease.
What conclusion am I drawing?	People of all ages, including older people, need the right kinds of goods for health and energy.
What recommendation am I making?	People in advancing years should eat a variety of nutritious foods, but in smaller amounts than in earlier years.

IV. Problem/Solution

Students must deal with four basic questions when problem solving: "What is the problem?", "What are its effects?", "What are its causes?" and "What is its solution?"

A. Unfinished Sentences

The student is to finish the statements below and use these sentences as paragraph starters. The paragraph should conclude with a solution to the original problem.

Examples:

1. You can help stop child abuse by...
2. When you find that your clothes need repair, ...
3. Limited natural resources can be conserved by...
4. To get the most nutrition for your food dollar, ...
5. To make a small room seem larger, one can decorate by...
6. Unhappy married couples can seek help by...
7. An electrical shock victim can be treated by...

B. Sentence Synthesis

Use five or more of the following words or phrases to write three to five sentences that solve the problems listed below. When a word or phrase is used in a sentence, underline it.

Examples:

1. Limited financial resources when furnishing an apartment: buy used furniture, refinish old furniture, re-upholster worn furniture coverings, garage sales,

auctions, flea markets, church bazaars, do-it-yourself, use sewing and carpentry skills, "borrow" leftover furniture from home, use plants to fill space, shop sales

2. Getting a sufficient supply of iron: mineral, trace element, hemoglobin, anemia, oxygen, apathy, vitamin C, iron supplements, R.D.A., organ meats, legumes, dried fruits, nuts, seafoods

3. Keeping germs away from food: sanitation, cleanliness, temperature, time, bacteria, salmonella, toxins, staph infections, food poisoning, botulism, spoilage, danger zone

C. Framed Paragraph

In the paragraphs below, fill in the blanks and finish the sentences so that the paragraph will provide solutions to a problem. (The example given here is less structured than those given on previous pages.)

Example:

Iron is needed for formation of hemoglobin in red blood cells. Also, iron is necessary for proper functioning of body cells and muscles. National nutrition surveys seem to indicate that the American population in general lacks iron in the diet. This problem is complicated by the fact that few foods contain adequate amounts of digestible iron. In addition, the body loses some of its iron supply with women suffering greater iron loss than men because of menstruation and pregnancy. Iron deficienty can result in anemia with symptoms being paleness and fatigue.

In order to insure an adequate intake and absorption of iron, select those goods that are notable for their high iron content: liver and other organ meats, dried fruits, beef, dried peas and beans (legumes), nuts, green leafy vegetables, molasses, whole grain breads and cereals . Besides eating some of these foods daily, many females and teenage males may need iron supplements .

D. Outlining

Another way of organizing thoughts for expository writing which attempts to solve a problem is to brainstorm ideas which answer the questions: "What is the problem?", "What is its effect?", "What is its cause?" and "What is its solution?"

Example: The topic here is Poor Money Management.

Problem(s)	Effect(s)	Cause(s)	Solution(s)
no savings	no vacation again this year	no plan for saving	regular savings plan
money never lasts until next payday	no cushion for emergencies	no budget for spending	payroll deduction
too easy to use charge card	increasing charge acct. debt	no records kept	set up sensible budget plan
no money for trip	can't buy the china for sister	insatiable wants	get help from financial advisor
need money for my sister's wedding in two months		rent takes too large a share of income	develop plan to reduce charge acct. debt
		spend too much on clothes	start to save for wedding

Note: Using this format the student can then create sentences and paragraphs which address the four questions above.

V. Compare/Contrast

This format can be used by students to generate compositions in which two or more subjects are being compared. Three questions need to be asked: "What am I comparing with what?", "What is my basis for comparison?", and "What is my conclusion?"

A. Unfinished Sentences

Use the unfinished sentence technique as a paragraph starter for comparing two or more things or ideas, such as—

1. By comparing nutrition labels for the same food item, one can...
2. Herbs are similar to spices in that...
3. Delivery and room costs (and services) at local hospitals differ in that...
4. Nutritional needs of people at different stages of life differ in that...
5. In comparing today's fashions with those of forty years ago...

B. Sentence Synthesis

Use five or more of the following words or phrases to write three to five sentences that compare and/or contrast the elements of the topics listed below. When you use a word or phrase in a sentence, underline it. You may use more than one of these words or phrases in a sentence.

Examples:

1. Preserving Foods at Home vs. Buying Preserved Foods:

quality, quantity, garden produce, money savings, time, special

equipment, canning, freezing, drying, jellymaking, taste, space available for preparation, storage space, personal satisfaction, preservatives

2. Working with Corduroy or Denim:

sturdy fabrics, thick seams, seam finishes, unraveling, "with nap," flat fell, bar tack, twill, ribs, cotton, washable, absorbent, colorfast, abrasion, casual wear

C. Framed Paragraph

In the paragraphs below, fill in the blanks so that the completed paragraphs compare and contrast the topic.

Example 1: Comparing Two- and Three-year old Children

Two-year olds are often described as "terrible." Their changed behavior seems to be caused by insecurity. First of all, they make demands and try to dominate others. Perhaps their growawareness of the world makes two-year olds feel small. Secondly, they become very independent and do everything loudly. "No!" is the typical response to every request, even when they plan to do what is asked. Therefore, wise adults learn to phrase conversations so that children are not given a chance to say "no" as a response.

By comparison, three-year olds have been called "trusting," because they are generally cooperative and like to perform simple chores. They like to be helpful. The three-year old has better muscle control. Large muscles are stronger, therefore they pedal tricycles, tractors and cars.

Small muscles are also developing, and she can now put puzzle pieces together, turn pages in a book and manage snaps and buttons. In addition, they like being very independent and resist pressures placed on them by demonstrating stubbornness and temper.

Most three-year olds love books, and they like to have the same books read again and again. They also like to explain pictures when they are familiar with the story. Because three-year olds are self-centered, they enjoy stories about themselves.

Example 2: Evaluation of a Do-It-Yourself Project

In doing this home decorating project, I learned... In evaluating the finished project, I feel I did a good job with.... Whereas, I could have done better with... In my opinion, this project deserves a grade of _____ because.....

D. Outlining

When comparing and contrasing an idea, an obvious way to organize the material before writing is to list the pros and cons of that idea.

Examples:

Advantages of Buying (vs. Renting) Housing

Pros	Cons
financial investment	long-term responsibility
appreciates in value	large financial commitment
"something to show for it"	constant upkeep, maintenance
establish roots	must mow lawn, shovel snow, etc.
center for family life	hinders mobility

commitment, sense of permanence	need more knowledge of plumbing, electricity and mechanics
personal satisfaction	
American Dream	
tax write-offs	

Painting vs. Wallpapering

Painting	Wallpapering
+less expensive	-usually more expensive
+takes less time to apply	-takes time and patience to apply
+need less equipment	-need more tools and equipment
+takes less knowledge	-takes more knowledge
-must first apply primer	-must first apply sizing
+unlimited choice of colors	+unlimited variety of colors and designs
-limited choice of texture	-some choice of texture
±one-color wall (background for room)	±many-colored wall, may be room's background or dominant feature
+can paint woodwork too	-cannot paper woodwork
±can be creative and dynamic with wall graphics or murals	±creativity is in selection of paper, not in application
-most types are washable	-some types are washable
+easy to repaint later	-must remove old paper to re-paper later
+can apply to smooth or textured wall	±can apply to smooth wall only (may have to sand off bumps)

Note: Other points to consider are:

the desired effect

room furnishings

style of room

use of room

whether you do-it-yourself

condition of walls

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